

NEW ELLENTON MIDDLE

814 Main Street, South
New Ellenton, SC 29809

GRADES 6-8 Middle School

ENROLLMENT 222 Students

PRINCIPAL Sheneque Jackson 803-652-8200

SUPERINTENDENT Dr. Linda B. Eldridge 803-641-2428

BOARD CHAIR Dr. John B. Bradley 803-641-2431

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

GOOD

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	6	26	17	1

IMPROVEMENT RATING:

GOOD

The school's Improvement rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students.

ADEQUATE YEARLY PROGRESS:

YES

This school met 17 out of 17 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Average	Good	N/A
2002	Good	Good	N/A
2003	Good	Unsatisfactory	No
2004	Good	Good	Yes

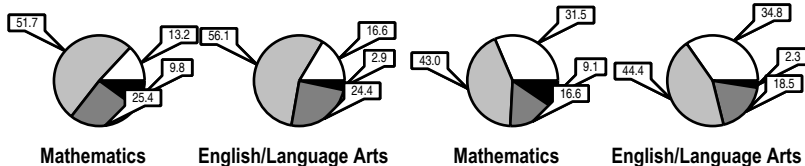
DEFINITIONS OF DISTRICT RATING TERMS

- **Excellent** - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** - District performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

95.1%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Our School****Middle Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts - State Performance Objective = 17.6%									
All Students	225	98.2	15.8	56.7	24.6	3.0	36.5	Yes	Yes
Gender									
Male	105	98.1	21.9	54.2	22.9	1.0	33.3		
Female	120	98.3	10.3	58.9	26.2	4.7	39.3		
Racial/Ethnic Group									
White	102	98.0	11.1	47.8	36.7	4.4	50.0	Yes	Yes
African-American	112	98.2	19.4	63.1	15.5	1.9	26.2	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	10	100.0	22.2	77.8	0.0	0.0	0.0	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	194	99.0	17.4	57.3	21.9	3.4	34.3		
Disabled	31	93.6	4.0	52.0	44.0	0.0	52.0	I/S	I/S
Migrant Status									
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S		
Non-migrant	224	98.2	15.8	56.4	24.8	3.0	36.6		
English Proficiency									
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	222	98.2	15.9	56.2	24.9	3.0	36.8		
Socio-Economic Status									
Subsidized meals	139	98.6	18.7	61.0	18.7	1.6	26.8	Yes	Yes
Full-pay meals	86	97.7	11.3	50.0	33.8	5.0	51.3		

Mathematics - State Performance Objective = 15.5%									
All Students	225	98.2	12.3	52.2	25.6	9.9	53.7	Yes	Yes
Gender									
Male	105	98.1	15.6	49.0	27.1	8.3	52.1		
Female	120	98.3	9.3	55.1	24.3	11.2	55.1		
Racial/Ethnic Group									
White	102	98.0	7.8	44.4	30.0	17.8	66.7	Yes	Yes
African American	112	98.2	16.5	59.2	20.4	3.9	41.7	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	10	100.0	11.1	55.6	33.3	0.0	0.0	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	194	99.0	12.4	48.3	28.1	11.2	57.9		
Disabled	31	93.6	12.0	80.0	8.0	0.0	24.0	I/S	I/S
Migrant Status									
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S		
Non-migrant	224	98.2	12.4	52.0	25.7	9.9	54.0		
English Proficiency									
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	222	98.2	12.4	51.7	25.9	10.0	54.2		
Socio-Economic Status									
Subsidized meals	139	98.6	16.3	57.7	19.5	6.5	43.9	Yes	Yes
Full-pay meals	86	97.7	6.3	43.8	35.0	15.0	68.8		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	80	100.0	36.0	45.3	13.3	5.3	18.7
	Grade 7	75	100.0	30.6	51.4	18.1	N/A	18.1
	Grade 8	87	100.0	19.0	67.1	11.4	2.5	13.9
2004	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	72	95.8	21.2	63.6	13.6	1.5	15.2
	Grade 7	77	100.0	12.3	69.9	15.1	2.7	17.8
	Grade 8	76	98.7	13.7	52.1	28.8	5.5	34.2

Mathematics								
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	80	100.0	13.3	48.0	28.0	10.7	38.7
	Grade 7	75	98.7	22.2	43.1	18.1	16.7	34.7
	Grade 8	87	100.0	21.5	55.7	20.3	2.5	22.8
2004	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	72	95.8	12.1	51.5	27.3	9.1	36.4
	Grade 7	77	100.0	9.6	52.1	26.0	12.3	38.4
	Grade 8	76	98.7	15.1	56.2	21.9	6.8	28.8

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 222)				
Students enrolled in high school credit courses (grades 7 & 8)	30.5%	Up from 21.6%	13.5%	14.6%
Retention rate	5.6%	Up from 4.4%	4.0%	3.0%
Attendance rate	95.9%	No change	95.4%	95.9%
Students with disabilities other than speech taking PACT (ELA) off grade level	12.7%		6.5%	5.7%
Students with disabilities other than speech taking PACT (Math) off grade level	12.2%		5.5%	5.3%
Eligible for gifted and talented	18.5%	Down from 19.9%	14.3%	14.3%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	13.7%	Up from 9.6%	14.1%	13.9%
Older than usual for grade	9.9%	Down from 12.3%	4.9%	4.2%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	2.3%	Down from 2.5%	0.8%	0.9%
Annual dropout rate	0.0%	No change	0.0%	0.0%
Teachers (n= 18)				
Teachers with advanced degrees	44.4%	Down from 47.1%	44.6%	48.7%
Continuing contract teachers	94.4%	Up from 70.6%	82.7%	81.7%
Highly qualified teachers**	100.0%	N/A	92.6%	90.4%
Teachers with emergency or provisional certificates	11.1%		5.0%	5.3%
Teachers returning from previous year	82.8%	Down from 87.2%	83.8%	85.1%
Teacher attendance rate	97.2%	Up from 96.6%	94.9%	94.8%
Average teacher salary	\$42,066	Down 2.2%	\$39,222	\$40,566
Prof. development days/teacher	15.0 days	Down from 16.8 days	11.1 days	11.0 days
School				
Principal's years at school	6.0	Up from 5.0	4.0	3.3
Student-teacher ratio in core subjects	17.5 to 1	Down from 23.1 to 1	20.0 to 1	21.3 to 1
Prime instructional time	91.7%	Up from 91.2%	88.9%	89.3%
Dollars spent per pupil*	\$7,241	Down 0.6%	\$5,589	\$5,821
Percent of expenditures for teacher salaries*	56.6%	Down from 59.4%	61.7%	61.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	85.1%	Up from 76.7%	94.4%	95.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Average	N/A	Average	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools**	90.4%		92.0%	
Highly qualified teachers in high poverty schools**	92.7%		91.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school**	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

New Ellenton Middle School's staff, students, parent organizations, and community members worked collectively towards achieving academic excellence this past school year. Students were provided a comprehensive, rigorous academic program in conjunction with a well rounded school experience.

A major focus throughout the year was placed on the four content areas of language arts, math, science, and social studies. Students were provided extra help before and after school and on Saturdays. Assistance was provided in the CCC lab, on basic skills drills, using computer games, and on quarterly pre/post assessments. An extra tutorial class was provided on a semester basis during one of the students' exploratory periods for students failing to meet basic standards. Additionally, all teachers regardless of the content were asked to incorporate the four content areas into their classes where feasible. This past year teachers were asked to use one of their planning periods per week to tutor students who failed tests on a weekly basis to help alleviate a build up of failures throughout the year.

A continuation of efforts to involve all parents in the learning environment through programs such as the Connections Program for underachieving students, parent conferences at the end of each quarter, and positive contact with parents were utilized. Monthly newsletters offering all parents an opportunity to come school to visit their children's classes, Open House at the beginning of the school year, personal invitations to quarterly school awards programs, and school surveys twice during the school year were also a part of many efforts provided. The PTO and the SIC were also offered as a means for parents to share concerns. The PTO and the SIC were very supportive of the school program through efforts such as providing staff and student supplies and incentives when requested.

New Ellenton Middle continuously seeks ways to provide the best educational opportunities for all students and to improve in all areas of the school program. Programs and school procedures are evaluated and changed as needed in an effort to ensure future progression.

Sheneque Jackson, Principal
Rochelle Stokes, SIC Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	17	72	57
Percent satisfied with learning environment	100.0%	59.7%	76.4%
Percent satisfied with social and physical environment	100.0%	79.2%	71.9%
Percent satisfied with home-school relations	87.5%	81.9%	63.6%

*Only students at the highest middle school grade level at this school and their parents were included.